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| Year 9 | **Subject: French**  **Topic: “Le temps des loisirs”**  **Period: Spring 2** |
| **Overview of topic:**  Pupils will complete their learning about extended family, friendship, relationships, making arrangements including weekend plans and days out, discussing role models and justifying their reasons for their choices. They will progress to learning about hobbies, including sports, digital technology, film and cinema, reading and socialising with friends. They will show their knowledge of and ability to use a range of tenses to showcase higher level language learning skills. | |
| **Key** **knowledge:**  Students complete their study of the following topics:   * Family * Friends * Qualities of good friends * Relationships – positives and negatives * Making arrangements to go out/socialising, including use of the 24-hour clock * Arranging an evening out * Weekend plans * Days out * Role models   They progress on to learning the following topics:   * Hobbies * Sports * Digital technology * Film and cinema * Reading * Socialising with friends   **Key vocabulary based on the topics detailed above:**   |  |  | | --- | --- | | **Tier 2 vocabulary :**  **high-frequency** | **Tier 3 vocabulary:**  **subject-specific** | | *dans / derrière / devant / entre*  *aujourd’hui / demain*  *ce / demain matin*  *cet / demain après-midi*  *ce / demain soir*  *lundi matin / samedi soir*  *normalement*  *de temps en temps*  *souvent*  *la plupart du temps*  *si j’ai le temps*  *d’habitude*  *en ce qui concerne*  *à propos de*  *à mon avis*  *je pense que*  *je trouve que*  *je crois que*  *on va/je vais/nous allons*  *Je suis – present tense*  *J’ai – present tense*  *J’aurai – future tense*  *J’aurais – conditional tense*  *Tu veux … ?*  *Quand ?*  *Avec*  *Comment*  *Où*  *J’ai + past participle*  *Je suis + past participle*  *Time including 24 hour clock*  *C’est*  *C’était*  *Ça sera*  *Ça serait*  *Il y a*  *Il y avait*  *Il y aura*  *Il y aurait*  *car*  *parce que*  *puisque*  *je + tenses* | *les parents*  *le (beau-)père*  *la (belle-)mère*  *le mari*  *la femme*  *les enfants*  *le fils*  *la fille*  *le (demi-)frère*  *la (demi-)soeur*  *les grands-parents*  *le grand-père*  *la grand-mère*  *les petits-enfants*  *le petit-fils*  *la petite-fille*  *l’oncle (m)*  *la tante*  *le cousin, la cousine*  *Tu as des frères ou des sœurs?*  *Il/Elle est …*  *agaçant(e) arrogant(e) amusant(e)*  *bavard(e) charmant(e) content(e)*  *fort(e) impatient(e) impoli(e) indépendant(e) intelligent(e) marrant(e) méchant(e) têtu(e)*  *Je suis …*  *petit(e) / grand(e) de taille moyenne mince / gros(se)*  *J’ai les cheveux …*  *courts / longs / raides / bouclés / frisés / noirs / bruns / blonds / roux / gris / blancs*  *J’ai les yeux … bleus / verts / gris / marron*  *J’ai …*  *des lunettes / des boutons / une barbe / une moustache*  *le café*  *le centre commercial*  *le cinéma*  *les magasins*  *la patinoire*  *la piscine*  *la plage*  *le théâtre*  *Ce soir, on va au cinéma à 20 heures.*  *Je vais …*  *aller à un match / au bowling*  *aller au cinéma / à la piscine*  *voir un spectacle*  *faire du patin à glace / du skate*  *faire les magasins*  *jouer à des jeux vidéo*  *Tu veux venir?*  *Quand?*  *Avec qui?*  *On y va comment?*  *On se retrouve où?*  *On se retrouve à quelle heure?*  *J’ai discuté avec ma copine.*  *Je suis allée en ville.*  *J’ai mangé un sandwich.*  *J’ai retrouvé ma copine.*  *J’ai raté le bus.*  *J’ai contacté une copine.*  *J’ai écouté de la musique.*  *J’ai acheté des vêtements.*  *J’ai quitté la maison.*  *C’était super.*  *J’ai passé une très bonne journée.*  *Comment s’appelle la personne que tu admires?*  *Mon héros / héroïne / modèle s’appelle … C’est qui?*  *C’est une actrice / un pilote de Formule 1 / une créatrice de mode / un scientifique célèbre.*  *Fais-moi sa description physique.*  *Il/Elle est petit(e) / grand(e) / de taille moyenne / gros(se) / mince / beau(belle).*  *Il/Elle a les cheveux longs / courts / blonds / noirs / gris / bouclés.*  *Il/Elle a les yeux bleus / marron / des lunettes / une barbe.*  *Quelle est sa personnalité?*  *Il est travailleur / courageux / généreux / sportif / créatif / intelligent.*  *Elle est travailleuse / courageuse / généreuse / sportive / créative / intelligente.*  *Pourquoi est-ce que tu admires cette personne?*  *J’admire X car il/elle a …*  *joué dans beaucoup de films / travaillé très dur*  *gagné beaucoup de courses*  *donné de l’argent aux bonnes causes*  *lutté contre ses problèmes*  *J’aimerais être comme lui/elle.*  *Je joue …*  *au badminton / au basket / au billard / au foot / au golf*  *au hockey / au rugby / au tennis / au volley / à la pétanque*  *aux cartes / aux échecs*  *du piano / du saxophone /du violon /de la batterie*  *de la guitare /de l’accordéon (m) /de l’harmonica (m)*  *Je joue …*  *tous les jours / tous les soirs*  *tous les samedis / une fois par semaine /deux fois par semaine*  *souvent / de temps en temps /rarement*  *Je trouve ça*  *super / génial / passionnant / cool / ennuyeux / stupide / nul*  *Ma passion, c’est …*  *le cinéma / le sport / la musique*  *J’aime / J’adore / Je préfère …*  *Je n’aime pas / Je déteste*  *le foot / jouer au foot*  *la guitare / jouer de la guitare*  *la lecture / lire*  *la photographie / prendre des photos*  *la musique / écouter de la musique*  *Qu’est-ce qu’il y a au cinéma?*  *Il y a …*  *un film de gangsters*  *un film d’action*  *un film d’arts martiaux*  *un film d’aventure*  *un film d’horreur*  *un film de science-fiction*  *une comédie*  *un film fantastique*  *un western*  *Qu’est-ce qui passe ce soir?*  *La séance commence à quelle heure?*  *Je peux vous aider?*  *Je voudrais deux billets pour …, s’il vous plaît.*  *Pour quelle séance?*  *Pour la séance de 19 heures.*  *Ça coûte combien?*  *Je fais …*  *du footing / du trampoline / du vélo*  *de la boxe / de la danse / de la natation*  *de l’équitation (f) / de l’escalade (f) /de l’escrime (f)*  *des randonnées*  *Je fais ça depuis …*  *cinq semaines / six mois /deux ans*  *Personellement, je préfère*  *les sports individuels / les sports d’équipe.*  *J’aime beaucoup car c’est rigolo / facile / rapide.*  *En plus, ça me fait du bien / ça me détend / ça booste le moral.* | | **Key skills:**  Develop the key language skills of listening, speaking, reading and writing, working towards independent understanding and application of the language learned.  ***Know how to…***  Apply the topic vocabulary and structures learned in this module, underpinned by knowledge and understanding of aspects of French grammar, including:   * working with a range of tenses * expressing opinions – simple, complex, justified * further developing knowledge of cognates and near-cognates * developing the use of time expressions, a range of pronouns and reflexive verbs * learning how to combine different language components to form extended sentences. * developing the use targeted lift techniques to unlock reading material and listening material. |
| **Co-curricular opportunities:**  **Careers: Classroom discussions on reasons for learning languages and which careers require foreign language skills.**  **Cultural/historical/geographical: classroom discussions and independent research about French pastimes, French role models, French TV and cinema, key figures in French literature.**  **Social/moral/cultural development: Pupils will learn about:**   * **family relationships and recognise similarities in family/relationship dynamics** * **French towns and cities and their contribution to tourism** * **The social and formal uses of the 24-hour clock in French society.** * **Interacting in directed social situations, eg inviting someone out** * **French media eg TV, film, cinema, literature** * **developing social skills by practising language skills with others.** | **Key reading skills taught:**   * **Clarify – Check understanding and offering paraphrase / explanation to demonstrate understanding of French texts.** * **Question – Ask questions about key points and details of French texts. Debating reasons behind different vocabulary/structure choices.** * **Summarise – Read and summarise different French texts, to demonstrate understanding.** * **Predict – Read French narratives and predict follow-up events and next stages.** * **Develop dictionary skills to confidently use a bilingual dictionary: hard copy and online versions.** * **Develop understanding and application of the use of high-frequency words in different contexts.** * **Search for familiar and unfamiliar language and identify cognates** * **Skimming, scanning, reading for gist** * **Develop translation skills (French to English)**   **Key texts:**  Pupils will extend their awareness and appreciation for French literature by working with literary extracts, eg “*La Fille qui n’aimait pas les fins*” by Yaël Hassan and Matt7ieu Radenac.  **Wider Reading Opportunities/Links:**  Duolingo app – free with ads or subscription  [www.linguascope.com](http://www.linguascope.com) – school subscription – your child will have been given the school’s username and password. Practise the activities at intermediate level.  [www.wordreference.com](http://www.wordreference.com) – online multilingual dictionary  Research into facts about popular French figures from the worlds of culture, humanitarianism, science, literature, fashion, music, media, politics, sport, history etc and the reasons they are held in such high esteem. |
| **How can I use this information at home?**   * Conversation starters with your children to discuss their learning. * Support your child in carrying out independent research around the topic eg French towns and cities, identifying the key differences between French towns/cities and UK towns/cities * Visit your local library (or BorrowBox), museums, or other locations to explore the topic and to access bilingual French-English dictionaries. * Promote books/other texts that explore this topic (see reading section). “Le Petit Nicolas” is a popular children’s book. Pupils can also research other authentic texts discussed in lessons. * Help your child to learn the key vocabulary. * Test your child on his/her/their learning. You could read the English vocabulary and ask him/her/them to tell you the French equivalents from memory. * Ask your child to explain to you and show you how to use an online dictionary. This will show you that he/she/they can find vocabulary they have been told to find and that they can also search independently for vocabulary they are interested in. | |